NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LINDENWOLD	School: Lindenwold School #5
Chief School Administrator: LORI MOORE	Address: 801 Egg Harbor Rd. Lindenwold, NJ 08021
Chief School Administrator's E-mail: lmoore@lindenwold.k12.nj.us	Grade Levels: K-4
Title I Contact: MARC MANCINELLI	Principal: Sandra Martinez-Preyor
Title I Contact E-mail: mmancinelli@lindenwold.k12.nj.us	Principal's E-mail: smartinez-preyor@lindenwold.k12.nj.us
Title I Contact Phone Number: 856-783-0276	Principal's Phone Number: 856-784-4063

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Sandra Martinez-Preyor _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

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Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Comment [JJ1]: Leadership Achievement Gap Meetings

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Staffing - Full time and part time basic skills teachers for push-in support	1,2	Integrated ELA block for reading and writing incorporating a balanced Literacy approach – utilizing push-in support to provide interventions and small group instruction		
Extended Year	1,2	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days		
Successmaker/Waterford	1,2	Screen for reading problems and monitor progress using SuccessMaker and Waterford web based applications.		
Brainpop	1,2	Teach students how to use reading		

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		comprehension strategies using programs, such as BrainPop and Reading A-Z.		
Bookflix	1	Professional development in the area of LAL provided by in-district literacy coaches and reading specialists		
Reading A-Z/Vocab A-Z Licenses	1,2	Provide Intensive Small-Group Reading Interventions using Basic Skills teachers as push-in support		
Summer Reading	1	Make data part of an ongoing cycle of instructional improvement		
Math and Literacy Nights	1,2,3	Parent involvement is critical to student achievement		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Sandra Martinez-Preyor	School Staff—Administrator/Parent	X	X	X	
Jacquelyn Johnson-Arline	School Staff--Administrators	X	X	X	
Dana Boguszewski	School Staff—Reading Specialist	X	X	X	
Morgan Smith	School Staff—Classroom teacher	X	X	X	
William Rozycki	School Staff—Math Specialist	X	X	X	
Amanda Thompkins	School Staff—Classroom teacher	X	X	X	
Patrice McBride	School Staff—Reading Specialist	X	X	X	
Stacey Doherty	School Staff—LDTC	X	X	X	
Jen Teti	School Staff—Classroom teacher	X	X	X	
Emily McDougald	School Staff—Classroom teacher	X	X	X	
Megan Shaw	School Staff—Classroom teacher	X	X	X	
Alycia Sterling	School Staff—Classroom teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Mary Jean Strong	School Staff—Literacy Coach	X	X	X	
Paula Venade	School Staff—Classroom teacher	X	X	X	
Michelle Tyler	SPAN- Statewide Parent Advocacy Network		X		
Jacquelyn Briesch	Devereaux		X		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
September 3,2014	Lindenwold High School	Comprehensive Needs Assessment	**Yes**		**Yes**	
October 20, 2014	Lindenwold School 5	Schoolwide Plan Development	**Yes**		**Yes**	
November 10, 2014	Lindenwold School 5	Program Evaluation	**Yes**		**Yes**	
December 8, 2014	Lindenwold School 5	Program Evaluation	**Yes**		**Yes**	
January 12, 2015	Lindenwold School 5	Program Evaluation	**Yes**		**Yes**	
February 9, 2015	Lindenwold School 5	Program Evaluation	**Yes**		**Yes**	
March 9, 2015	Lindenwold School 5	Program Evaluation	**Yes**		**Yes**	
April 13, 2015	Lindenwold School 5	Program Evaluation	**Yes**		**Yes**	
May 11, 2015	Lindenwold School 5	Program Evaluation	**Yes**		**Yes**	
June 8, 2015	Lindenwold School 5	Program Evaluation				

Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The Lindenwold School Community is committed to preparing all students to meet the New Jersey Core-Curriculum Content Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community. To that end, we fully expect that that the teachers and other adults within the school building are planning, preparing, and executing lessons that enable students to acquire the foundational skills as well as the 21st century competencies to fully participate in rigorous learning experiences. Some of the staff's specific responsibilities as delineated in the School-Parent compact are: *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.* *Hold parent-teacher conferences in November during which this compact will be discussed as it relates to the individual child's achievement.* *Provide parents with frequent reports on their children's progress.* Likewise, students have responsibilities to ensure that their own learning reaches its full potential. Some of their responsibilities are: · *Attend school on time every day.* · *Do my best on class assignments and turn them in on time*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

	· *Do my homework every day and ask for help when I need to.* · *Read at least 30 minutes every day outside of school time.* · *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.* · *Show respect to students and adults.* In order to achieve the goals of the schoolwide plan, to ensure optimal levels of student success, and to continuously seek out additional opportunities for improvement, the school partners with various stakeholders. The collaboration between the stakeholders is critical to the potential success of the students.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   Yes

2. What were the strengths of the implementation process?

   The systematic collection of data used to drive instructional decisions and the analysis of the data through which teachers were able to reflect on the effectiveness of their classroom instruction.

3. What implementation challenges and barriers did the school encounter?

   - Finding sufficient instructional time throughout the day is always a challenge when attempting to provide students with small group and/or one-to-one interventions.
   - Lack of substitutes to cover staff absences resulted in Basic Skills push-in Teachers being utilized to cover classrooms instead of servicing students.
   - families and teachers who have a communication barrier through speaking different native languages resulting in lack of significant parent involvement

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Strengths- Collegial discussions among the staff
   - Use of data to identify target problems

   weaknesses- insufficient instructional time to address needs of the students based on the data analysis

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   It was never necessary to obtain "buy-in" as all stakeholders were and continue to be motivated to do anything necessary to improve student achievement.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   The staff was fully on board with the program and frequently provided input regarding how to continue to modify the plan to improve student achievement. The staff firmly believes that through developing personal relationships with students that the assessments will more authentically represent the potential of each student. Staff perceptions were monitored during stakeholder meetings.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   In general, the perception of the community is that the members of the school care about the students and are willing to do what is necessary to improve student achievement. We solicited feedback from the community through IST Meetings, Parent-Teacher Conferences, Home-School Meetings, and Evening Math/Literacy events.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   During the 90-minute literacy block and mathematics instruction, small group sessions were provided daily to students based on levels and need. Writer workshop used a combination of small group and one-on one sessions.

9. How did the school structure the interventions?

   Both classroom teachers and basic skill push-in teachers carried out interventions. Lessons were structured based on collaborations between the two teachers and/or input by the Intervention Services Team.

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10. How frequently did students receive instructional interventions?

    Small group sessions were provided daily to students based on levels and need. Additional interventions were provided after school or through the Summer to students who were working below grade level, as identified through the use of multiple assessment measures

11. What technologies did the school use to support the program?

    The school utilized classroom laptops to access computer-based programs such as SuccessMaker, Waterford, xtramath.org, Sumdog, and Think Central: Soar to Success. Each classroom was equipped with an ELMO document projector, a Smartboard, ipods, a video camera, and a digital camera.

12. Did the technology contribute to the success of the program and, if so, how?

    Teachers used these programs to supplement instruction, provide guided practice, and to provide instructional interventions. The web-based programs offered individual instruction based on the student's instructional range in Reading and/or Math.

Provide a separate response for each question.

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Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	54		90 minute Balanced Literacy instructional block Basic Skills push-in Extended Day Extended Year Intervention Services Team Meetings to discuss areas of instructional need	Many working class students come to school with fewer words and background experiences in their schema than their middle class counterparts; therefore sometimes impairing their ability to accurately answer higher complexity questions involving drawing conclusions, extrapolation, and determining meaning
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	48		90 minute instructional block Basic Skills push-in Extended Day Extended Year Intervention Services Team Meetings to discuss areas of instructional need	In many instances, the wider the gap between the students' home cultures and the culture of school, the more irrelevant the problems in math textbooks are for the students. When the distance between students' home and school experiences is too great, student engagement and motivation suffers. As having to do with their attitudes about math, teachers should shift from repetitious drills to open problem situations that promote greater conceptual understanding.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	15	39	90 minute Balanced Literacy instructional block Basic Skills push-in Intervention Services Team Meetings to discuss areas of instructional need	Many working class students come to school with fewer words and background experiences in their schema than their middle class counterparts; therefore sometimes impairing their ability to accurately answer higher complexity questions involving drawing conclusions, extrapolation, and determining meaning. Another factor is that one of the classes is ELL students who are learning the English language. This class had 30 children resulting in less individual instruction being available to the students.
Grade 1	54	83	90 minute Balanced Literacy instructional block Basic Skills push-in Extended Day Extended Year Intervention Services Team Meetings to discuss areas of instructional need	Many working class students come to school with fewer words and background experiences in their schema than their middle class counterparts; therefore sometimes impairing their ability to accurately answer higher complexity questions involving drawing conclusions, extrapolation, and determining meaning. One of our first grade classes was for ELL students who are learning the English language.
Grade 2	73	99	90 minute Balanced Literacy instructional block Basic Skills push-in Extended Day Extended Year Intervention Services Team Meetings to discuss areas of instructional need	Many working class students come to school with fewer words and background experiences in their schema than their middle class counterparts; therefore sometimes impairing their ability to accurately answer higher complexity questions involving drawing conclusions, extrapolation, and determining meaning. One of our second grade classes was for ELL students who are learning the English language.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	9 EOY Math Post Test	13 EOY Math Post Test	90 minute instructional block Intervention Services Team Meetings to discuss areas of instructional need	In many instances, the wider the gap between the students' home cultures and the culture of school, the more irrelevant the problems in math textbooks are for the students. When the distance between students' home and school experiences is too great, student engagement and motivation suffers. As having to do with their attitudes about math, teachers should shift from repetitious drills to open problem situations that promote greater conceptual understanding. Another factor is that one of the classes is ELL students who are learning the English language. This class had 30 children resulting in less individual instruction being available to the students.
Grade 1	7 EOY Math Post Test	17 EOY Math Post Test	90 minute instructional block Basic Skills push-in Extended Day Extended Year Intervention Services Team Meetings to discuss areas of instructional need	One of our first grade classes was for ELL students who are learning the English language. In many instances, the wider the gap between the students' home cultures and the culture of school, the more irrelevant the problems in math textbooks are for the students. When the distance between students' home and school experiences is too great, student engagement and motivation suffers. As having to do with their attitudes about math, teachers should shift from repetitious drills to open problem situations that promote greater conceptual understanding.
Grade 2	11 EOY Math Post Test	5 EOY Math Post Test	90 minute instructional block Basic Skills push-in Extended Day Extended Year Intervention Services Team Meetings to discuss areas of instructional need	In many instances, the wider the gap between the students' home cultures and the culture of school, the more irrelevant the problems in math textbooks are for the students. When the distance between students' home and school experiences is too great, student engagement and motivation suffers. As having to do with their attitudes about math, teachers should shift from repetitious drills to open problem situations that promote greater conceptual understanding. Also, one of our second grade classes was for ELL students who are learning the English language.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Balanced Literacy using Storytown Core Reading Program Writer's Workshop using Fundamentals of Writing 90 minute instructional block- including 30 minutes of small group differentiated instruction with Basic Skills push-in support	K-Yes 1-No 2-No 3-No 4-No K-yes 1-yes 2-Growth Made 3-Growth Made 4-no	Ongoing, formative and summative assessments NJDOE/District Developed Benchmark Assessments DRA2 NJ Holistic Writing Rubric Modified Holistic Writing	DRA2 Kindergarten- 50% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 33% of students achieved at least 1 year's growth Grade 3- 10% of students achieved at least 1 year's growth Grade 4- 37% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.0 Grade 1 Averages Fall: .2 Spring: 2.0 Grade 2 Averages Fall: 1.8 Spring: 3.0 Grade 3 Averages Fall: 1.1 Spring: 2.7 Grade 4 Averages Fall: 1.0 Spring: 1.7
Math	Students with	90 minute instructional block- including 30		• School Generated Formative Assessments	Pre- and Post-Math Growth from Fall to Spring

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	Disabilities	minutes of small group differentiated instruction with Basic Skills push-in support	K-Yes 1-Yes 2-Yes 3-Growth made 4-Growth made	• Model Curriculum Unit Assessments from NJDOE	Kindergarten Averages Fall: 9.5% Spring: 80% Grade 1 Averages Fall: 34% Spring: 72% Grade 2 Averages Fall: 42% Spring: 90% Grade 3 Averages Fall: 17% Spring: 49% Grade 4 Averages Fall: 28% Spring: 48%
ELA	Homeless	Balanced Literacy using Storytown Core Reading Program Writer's Workshop using Fundamentals of Writing 90 minute instructional block- including 30 minutes of small group differentiated instruction with Basic Skills push-in support	K-Yes 1-No 2-No 3-N0 4-Growth Made K-Yes 1-Growth	Ongoing, formative and summative assessments NJDOE/District Developed Benchmark Assessments DRA2 NJ Holistic Writing Rubric Modified Holistic Writing	DRA2 Kindergarten- 67% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 25% of students achieved at least 1 year's growth Grade 3- 33% of students achieved at least 1 year's growth Grade 4- 50% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 2 Spring: 5.7 Grade 1 Averages

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			Made 2-Growth Made 3-No 4-Yes		Fall: 1 Spring: 2.6 Grade 2 Averages Fall: 1.3 Spring: 2.9 Grade 3 Averages Fall: .7 Spring: 1.7 Grade 4 Averages Fall: 1.5 Spring: 4
Math	Homeless	90 minute instructional block- including 30 minutes of small group differentiated instruction with Basic Skills push-in support	K-Yes 1-Yes 2-Yes 3-Growth Made 4-Yes	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 35% Spring: 88% Grade 1 Averages Fall: 45% Spring: 88% Grade 2 Averages Fall: 29% Spring: 92% Grade 3 Averages Fall: 29% Spring: 69% Grade 4 Averages Fall: 32% Spring: 80%
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Balanced Literacy using Storytown Core Reading Program Writer's Workshop using Fundamentals of Writing	K- Growth Made 1-No 2-No	Ongoing, formative and summative assessments NJDOE/District Developed Benchmark Assessments	DRA2 Kindergarten- 53% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth

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		90 minute instructional block- including 30 minutes of small group differentiated instruction with Basic Skills push-in support	3-Yes 4-No K-Yes 1-Growth Made 2-Growth Made 3-Yes 4-Growth Made	DRA2 NJ Holistic Writing Rubric Modified Holistic Writing	Grade 2- 0 of students achieved at least 1 year's growth Grade 3- 93% of students achieved at least 1 year's growth Grade 4- 9% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.3 Grade 1 Averages Fall: 1 Spring: 1.9 Grade 2 Averages Fall: 1.3 Spring: 2.1 Grade 3 Averages Fall: .9 Spring: 2.9 Grade 4 Averages Fall: 1 Spring: 2.5
Math	ELLs	90 minute instructional block- including 30 minutes of small group differentiated instruction with Basic Skills push-in support	K- Yes 1-Yes 2-Yes 3-Yes 4-Yes	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 35% Spring: 84% Grade 1 Averages Fall: 33% Spring: 81% Grade 2 Averages Fall: 38% Spring: 89% Grade 3 Averages Fall: 34% Spring: 84% Grade 4 Averages Fall: 22% Spring: 76%
ELA	Economically Disadvantaged	In 2015, an outside consultant provided 2		Ongoing, formative and summative assessments	DRA2 Kindergarten- 59% of students achieved at least 1

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

		days of professional development in writer's workshop philosophy and procedure. In 2015, Reading Specialists provided professional development in vocabulary instruction and the use of vocabulary notebooks Waterford Training		NJDOE/District Developed Benchmark Assessments DRA2 NJ Holistic Writing Rubric Modified Holistic Writing	year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 9% of students achieved at least 1 year's growth Grade 3- 62% of students achieved at least 1 year's growth Grade 4- 64% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.1 Grade 1 Averages Fall: .8 Spring: 2.3 Grade 2 Averages Fall: 1.7 Spring: 2.7 Grade 3 Averages Fall: 1 Spring: 2.9 Grade 4 Averages Fall: 1.1 Spring: 2.6
Math	Economically Disadvantaged	Math specialists continued to provide teachers support on how to properly implement Go Math and use Go Math in conjunction with our new math curriculum that is aligned to the New Jersey Model curriculum and assessments		• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 38% Spring: 84% Grade 1 Averages Fall: 39% Spring: 81% Grade 2 Averages Fall: 43% Spring: 87% Grade 3 Averages Fall: 36% Spring: 74% Grade 4 Averages Fall: 30% Spring: 72%

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ELA	All Students	Balanced Literacy using Storytown Core Reading Program Writer's Workshop using Fundamentals of Writing 90 minute instructional block- including 30 minutes of small group differentiated instruction with Basic Skills push-in support	K-Yes 1-No 2-No 3-Yes 4-Yes K-Yes 1-Yes 2-Growth Made 3-Growth Made 4-Growth Made	Ongoing, formative and summative assessments NJDOE/District Developed Benchmark Assessments DRA2 NJ Holistic Writing Rubric Modified Holistic Writing	DRA2 Kindergarten- 64% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 12% of students achieved at least 1 year's growth Grade 3- 66% of students achieved at least 1 year's growth Grade 4- 64% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.4 Grade 1 Averages Fall: .9 Spring: 2.4 Grade 2 Averages Fall: 1.7 Spring: 2.9 Grade 3 Averages Fall: 1 Spring: 2.9 Grade 4 Averages Fall: 1.2 Spring: 2.7
Math	All Students	90 minute instructional block- including 30 minutes of small group differentiated instruction with Basic Skills push-in support	K-Yes 1-Yes 2-Yes 3-Yes 4-Growth	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 38% Spring: 86% Grade 1 Averages Fall: 40% Spring: 82% Grade 2 Averages Fall: 42% Spring: 89% Grade 3 Averages Fall: 37% Spring: 74%

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			Made		Grade 4 Averages Fall: 30% Spring: 70%

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day	- - 2-No 3-No 4-Yes	Ongoing, formative and summative assessments • NJDOE/District Developed Benchmark Assessments DRA	DRA2 No Kindergarten No Grade 1 Students Grade 2- 0 students achieved at least 1 year's growth Grade 3- 0 students achieved at least 1 year's growth Grade 4- 100% of students achieved at least 1 year's growth
Math	Students with Disabilities	Extended Day	- -	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring No Kindergarten No Grade 1 Students

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			2-Yes 3-Growth Made 4-Growth Made		Grade 2 Averages Fall: 58% Spring: 91% Grade 3 Averages Fall: 28% Spring: 53% Grade 4 Averages Fall: 20% Spring: 40%
ELA	Homeless	Extended Day	2-No 3-No	Ongoing, formative and summative assessments • NJDOE/District Developed Benchmark Assessments DRA	DRA2 No Kindergarten students No grade 1 students Grade 2-0 students achieved at least 1 year's growth Grade 3-0 students achieved at least 1 year's growth No grade 4 students
Math	Homeless	Extended Day	2-Yes 3-Growth Made	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring No Kindergarten No Grade 1 Students Grade 2 Averages Fall: 30% Spring: 95% Grade 3 Averages Fall: 18% Spring: 34% No grade 4 students
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Extended Day		Ongoing, formative and summative assessments • NJDOE/District Developed Benchmark	DRA2 No Kindergarten students Grade 1- 0 students achieved at least 1 year's

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Assessments DRA	growth Grade 2-0 students achieved at least 1 year's growth Grade 3-0 students achieved at least 1 year's growth No grade 4 students
Math	ELLs	Extended Day		• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring No Kindergarten Grade 1 Averages Fall: 29% Spring: 78% Grade 2 Averages Fall: 37% Spring: 87% Grade 3 Averages Fall: 34% Spring: 85% No grade 4 students
ELA	Economically Disadvantaged	Extended Day		Ongoing, formative and summative assessments • NJDOE/District Developed Benchmark Assessments DRA	DRA2 No Kindergarten students Grade 1- 0 students achieved at least 1 year's growth Grade 2- 12% of students achieved at least 1 year's growth Grade 3- 61% of students achieved at least 1 year's growth Grade 4- 59% of students achieved at least 1 year's growth
Math	Economically Disadvantaged	Extended Day		• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring No Kindergarten students Grade 1 Averages Fall: 39% Spring: 81%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Grade 2 Averages Fall: 41% Spring: 87% Grade 3 Averages Fall: 37% Spring: 75% Grade 4 Averages Fall: 29% Spring: 72%
ELA	All students	Extended Day		Ongoing, formative and summative assessments • NJDOE/District Developed Benchmark Assessments DRA	DRA2 No Kindergarten students Grade 1- 0 students achieved at least 1 year's growth Grade 2- 12% of students achieved at least 1 year's growth Grade 3- 61% of students achieved at least 1 year's growth Grade 4- 59% of students achieved at least 1 year's growth
Math	All students	Extended Day		• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring No Kindergarten students Grade 1 Averages Fall: 39% Spring: 81% Grade 2 Averages Fall: 41% Spring: 87% Grade 3 Averages Fall: 37% Spring: 75% Grade 4 Averages Fall: 29% Spring: 72%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)

ELA	Students with Disabilities	In 2015, an outside consultant provided 2 days of professional development in writer's workshop philosophy and procedure.
		
		In 2015, Reading Specialists provided professional development in vocabulary instruction and the use of vocabulary notebooks
		
		Waterford Training
			K-yes
			1-growth made
			2-yes
			3-growth made
			4-growth made
			
			k-growth made
			1-no
			2-no
			3-no
			4-no
				• DRA2
				• Formative and summative assessments
				  • NJDOE/District Developed Benchmark Assessments
				  • New Jersey Holistic Scoring Rubric – Writing
				  • Waterford Reports
					Pre- and Post-Writing Growth from Fall to Spring -
					Kindergarten Averages
					Fall: 1 Spring: 5.0
					Grade 1 Averages
					Fall: .2 Spring: 2.0
					Grade 2 Averages
					Fall: 1.8 Spring: 3.0
					Grade 3 Averages
					Fall: 1.1 Spring: 2.7
					Grade 4 Averages
					Fall: 1.0 Spring: 1.7
					
					DRA2
					Kindergarten- 50% of students achieved at least 1 year's growth
					Grade 1- 0 students achieved at least 1 year's growth
					Grade 2- 33% of students achieved at least 1 year's growth
					Grade 3- 10% of students achieved at least 1 year's growth
					Grade 4- 37% of students achieved at least 1 year's growth

Math	Students with Disabilities	Math specialists continued to provide teachers support on how to properly implement Go Math	K-yes 1-yes	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 9.5% Spring: 80% Grade 1 Averages Fall: 34% Spring: 72% Grade 2 Averages

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		and use Go Math in conjunction with our new math curriculum that is aligned to the New Jersey Model curriculum and assessments	2-yes 3-growth made 4-growth made		Fall: 42% Spring: 90% Grade 3 Averages Fall: 17% Spring: 49% Grade 4 Averages Fall: 28% Spring: 48%
ELA	Homeless	In 2015, an outside consultant provided 2 days of professional development in writer's workshop philosophy and procedure. In 2015, Reading Specialists provided professional development in vocabulary instruction and the use of vocabulary notebooks Waterford Training	k-yes 1-growth made 2-growth made 3-growth made 4-yes	• DRA2 • Formative and summative assessments • NJDOE/District Developed Benchmark Assessments • New Jersey Holistic Scoring Rubric – Writing • Waterford Reports	Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 2 Spring: 5.7 Grade 1 Averages Fall: 1 Spring: 2.6 Grade 2 Averages Fall: 1.3 Spring: 2.9 Grade 3 Averages Fall: .7 Spring: 1.7 Grade 4 Averages Fall: 1.5 Spring: 4 DRA2 Kindergarten- 67% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 25% of students achieved at least 1 year's growth Grade 3- 33% of students achieved at least 1 year's growth Grade 4- 50% of students achieved at least 1 year's growth

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	Math specialists continued to provide teachers support on how to properly implement Go Math and use Go Math in conjunction with our new math curriculum that is aligned to the New Jersey Model curriculum and assessments	k-yes 1-yes 2-yes 3-growth made 4-yes	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 35% Spring: 88% Grade 1 Averages Fall: 45% Spring: 88% Grade 2 Averages Fall: 29% Spring: 92% Grade 3 Averages Fall: 29% Spring: 69% Grade 4 Averages Fall: 32% Spring: 80%
ELA	Migrant				
Math	Migrant				
ELA	ELLs	In 2015, an outside consultant provided 2 days of professional development in writer's workshop philosophy and procedure. In 2015, Reading Specialists provided professional development in vocabulary instruction and the use of vocabulary notebooks	k-yes 1-growth made 2-growth made 3-growth made 4-growth made	• DRA2 • Formative and summative assessments • NJDOE/District Developed Benchmark Assessments • New Jersey Holistic Scoring Rubric – Writing • Waterford Reports	Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.3 Grade 1 Averages Fall: 1 Spring: 1.9 Grade 2 Averages Fall: 1.3 Spring: 2.1 Grade 3 Averages Fall: .9 Spring: 2.9 Grade 4 Averages Fall: 1 Spring: 2.5 DRA2 Kindergarten- 53% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		In 2015, Reading Specialists provided professional development in the use of Words Their Way Waterford Training SIOP Training	k-growth made 1-no 2-no 3-yes 4-no		growth Grade 2- 0 of students achieved at least 1 year's growth Grade 3- 93% of students achieved at least 1 year's growth Grade 4- 9% of students achieved at least 1 year's growth
Math	ELLs	Math specialists continued to provide teachers support on how to properly implement Go Math and use Go Math in conjunction with our new math curriculum that is aligned to the New Jersey Model curriculum and assessments Waterford Training SIOP Training	k-yes 1-yes 2-yes 3-yes 4-yes	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 35% Spring: 84% Grade 1 Averages Fall: 33% Spring: 81% Grade 2 Averages Fall: 38% Spring: 89% Grade 3 Averages Fall: 34% Spring: 84% Grade 4 Averages Fall: 22% Spring: 76%
ELA	Economically Disadvantaged	In 2015, an outside consultant provided 2 days of professional development in writer's	k-yes	• DRA2 • Formative and summative assessments • NJDOE/District	Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.1 Grade 1 Averages

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		workshop philosophy and procedure. In 2015, Reading Specialists provided professional development in vocabulary instruction and the use of vocabulary notebooks Waterford Training	1-growth made 2-growth made 3-growth made 4-growth made k-growth made 1-no 2-no 3-growth made 4-growth made	Developed Benchmark Assessments • New Jersey Holistic Scoring Rubric – Writing • Waterford Reports	Fall: .8 Spring: 2.3 Grade 2 Averages Fall: 1.7 Spring: 2.7 Grade 3 Averages Fall: 1 Spring: 2.9 Grade 4 Averages Fall: 1.1 Spring: 2.6 DRA2 Kindergarten- 59% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 9% of students achieved at least 1 year's growth Grade 3- 62% of students achieved at least 1 year's growth Grade 4- 64% of students achieved at least 1 year's growth
Math	Economically Disadvantaged	Math specialists continued to provide teachers support on how to properly implement Go Math and use Go Math in conjunction with our new math curriculum that is aligned to the New Jersey Model	k-yes 1-yes 2-yes 3-yes 4-yes	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 38% Spring: 84% Grade 1 Averages Fall: 39% Spring: 81% Grade 2 Averages Fall: 43% Spring: 87% Grade 3 Averages Fall: 36% Spring: 74% Grade 4 Averages Fall: 30% Spring: 72%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		curriculum and assessments			

ELA	All students	In 2015, an outside consultant provided 2 days of professional development in writer's workshop philosophy and procedure.
		
		In 2015, Reading Specialists provided professional development in vocabulary instruction and the use of vocabulary notebooks
		
		Waterford Training
			k-yes
			1-growth made
			2-growth made
			3-growth made
			4-growth made
			
			k-growth made
			1-no
			2-no
			3-gtowth made
			4-growth made
				• DRA2
				• Formative and summative assessments
				  • NJDOE/District Developed Benchmark Assessments
				  • New Jersey Holistic Scoring Rubric – Writing
				  • Waterford Reports
					Pre- and Post-Writing Growth from Fall to Spring -
					Kindergarten Averages
					Fall: 1 Spring: 5.4
					Grade 1 Averages
					Fall: .9 Spring: 2.4
					Grade 2 Averages
					Fall: 1.7 Spring: 2.9
					Grade 3 Averages
					Fall: 1 Spring: 2.9
					Grade 4 Averages
					Fall: 1.2 Spring: 2.7
					
					DRA2
					Kindergarten- 64% of students achieved at least 1 year's growth
					Grade 1- 0 students achieved at least 1 year's growth
					Grade 2- 12% of students achieved at least 1 year's growth
					Grade 3- 66% of students achieved at least 1 year's growth
					Grade 4- 64% of students achieved at least 1 year's growth

Math	All students	Math specialists continued to provide teachers support on how to properly implement Go Math	k-yes 1-yes	• School Generated Formative Assessments • Model Curriculum Unit Assessments from NJDOE	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 38% Spring: 86% Grade 1 Averages Fall: 40% Spring: 82% Grade 2 Averages

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		and use Go Math in conjunction with our new math curriculum that is aligned to the New Jersey Model curriculum and assessments	2-yes 3-yes 4-growth made		Fall: 42% Spring: 89% Grade 3 Averages Fall: 37% Spring: 74% Grade 4 Averages Fall: 30% Spring: 70%

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Bedtime Story Hour- students in grades k-2 returned to school in their			No students attended

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

		pajamas to listen to stories read by School #5 staff members- during this time, parents participated in a craft activity. The evening concluded with families being served milk and cookies and students receiving free books Parent Literacy Night- SPAN provided /demonstrated questioning and comprehension techniques that parents could utilized when reading with their children Summer Reading Kick-off- SPAN presented to parents of students in grades K-4 a workshop on methods to combat summer slide with reading. As the parents attended inside, students participated in organized play outside that was supervised by School 5 staff.		Parent sign-in	No students attended 5 families attended k-1 1-1 2-3 3-0 4-0
Math	Students with Disabilities	Math Game Nights Grades k-4		Parent sign-in	7 families attended k-1 1-1 2-4 3-0

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

					4-1
ELA	Homeless	Bedtime Story Hour- students in grades k-2 returned to school in their pajamas to listen to stories read by School #5 staff members- during this time, parents participated in a craft activity. The evening concluded with families being served milk and cookies and students receiving free books Parent Literacy Night- SPAN provided /demonstrated questioning techniques that parents could utilized when reading with their children Summer Reading Kick-off- SPAN presented to parents of students in grades K-4 a workshop on methods to combat summer slide with reading. As the parents attended inside, students participated in organized play outside that was supervised by School 5 staff.			No students attended No students attended No students attended
Math	Homeless	Math Game Nights		Parent sign-in	1 family attended

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

		Grades k-4			1-1
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Bedtime Story Hour- students in grades k-2 returned to school in their pajamas to listen to stories read by School #5 staff members- during this time, parents participated in a craft activity. The evening concluded with families being served milk and cookies and students receiving free books		Parent sign-in	9 students attended: K-2 1-5 2-2
		Parent Literacy Night- SPAN provided /demonstrated questioning techniques that parents could utilized when reading with their children		Parent sign-in	6 parents attended k-1 1-1 2-2 3-2
		Summer Reading Kick-off- SPAN presented to parents of students in grades K-4 a workshop on methods to combat summer slide with reading. As the parents attended inside, students		Parent sign-in	21 families attended K-9 1-3 2-6 3-3

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

		participated in organized play outside that was supervised by School 5 staff.			
Math	ELLs	Math Game Nights Grades k-4		Parent sign-in	8 families attended k-2 1-0 2-0 3-2 4-4
ELA	Economically Disadvantaged	Bedtime Story Hour- students in grades k-2 returned to school in their pajamas to listen to stories read by School #5 staff members- during this time, parents participated in a craft activity. The evening concluded with families being served milk and cookies and students receiving free books Parent Literacy Night- SPAN provided /demonstrated questioning techniques that parents could utilized when reading with their children Summer Reading Kick-off- SPAN presented to		Parent sign-in Parent sign-in Parent sign-in	26 students attended: K-13 1-5 2-8 20 parents attended k-4 1-3 2-6 3-4 4-3 41 students attended: K-12 1-8 2-9

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

		parents of students in grades K-4 a workshop on methods to combat summer slide with reading. As the parents attended inside, students participated in organized play outside that was supervised by School 5 staff.			3-10 4-2
Math	Economically Disadvantaged	Math Game Nights Grades k-4		Parent sign-in	105 families attended k-20 1-30 2-16 3-18 4-21
ELA	All Students	Bedtime Story Hour- students in grades k-2 returned to school in their pajamas to listen to stories read by School #5 staff members- during this time, parents participated in a craft activity. The evening concluded with families being served milk and cookies and students receiving free books Parent Literacy Night- SPAN provided /demonstrated questioning techniques that parents could utilized when reading with their		Parent sign-in Parent sign-in	47 students attended k-21 1-13 2-13 34 parents attended k-4 1-9 2-10 3-5 4-6

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

		children Summer Reading Kick-off-SPAN presented to parents of students in grades K-4 a workshop on methods to combat summer slide with reading. As the parents attended inside, students participated in organized play outside that was supervised by School 5 staff.		Parent sign-in	75 families attended k-20 1-17 2-15 3-19 4-4
Math	All Students	Math Game Nights Grades k-4		Parent Sign in	168 families attended k-31 1-44 2-29 3-28 4-36

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____	_____	_____
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA2 Data, Benchmark Assessment Data	DRA2 Kindergarten- 64% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 12% of students achieved at least 1 year's growth Grade 3- 66% of students achieved at least 1 year's growth Grade 4- 64% of students achieved at least 1 year's growth
Academic Achievement - Writing	Pre and Post Writing Scores, Writing samples throughout the year	Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.4 Grade 1 Averages Fall: .9 Spring: 2.4 Grade 2 Averages Fall: 1.7 Spring: 2.9 Grade 3 Averages Fall: 1 Spring: 2.9 Grade 4 Averages Fall: 1.2 Spring: 2.7
Academic Achievement - Mathematics	Beginning of Year to End of Year Growth, Unit Test Scores, Teacher Reports	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 38% Spring: 86% Grade 1 Averages Fall: 40% Spring: 82%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 2 Averages Fall: 42% Spring: 89% Grade 3 Averages Fall: 37% Spring: 74% Grade 4 Averages Fall: 30% Spring: 70%
Family and Community Engagement	• Qualitative & quantitative data provided by staff/parent committees • Qualitative & quantitative data from parent/community events & committees	Staff and parent committees, continue to play a role in developing schoolwide events and initiatives. Our committees include a district wide Home & School Council, a schoolwide Parent Advisory Committee, a Schoolwide PBS Team a School Leadership Team, and an Achievement Gap Team. All staff and community members are encouraged to participate in the decision making process by attending these monthly meetings. Information is distributed via phone, internet, monthly calendars, and via paper reminders sent home with students. Additionally, attendance logs are collected to help us gage the success of all events (including, but not limited to Math/Literacy Nights, Parent/Teacher Conferences, Open House, etc.).
Professional Development	Staff reports, classroom observation, data, walkthroughs	
Leadership	• Qualitative & quantitative data provided by staff committees • Qualitative & quantitative student achievement data (academic & behavioral)	The goal of the building administration is to involve all staff & faculty in the decision making process. This will allow us to develop best practices that meet the needs of our student population. As a result of data-driven committee/meeting dialog School #5 has focused on improving questioning strategies, developing effective independent reading routines, improving vocabulary acquisition, and maximizing skill based grouping for small group instruction.
School Climate and Culture	• Qualitative & quantitative data provided by staff committees • Qualitative & quantitative data from parent/community events and committees • Schoolwide PBS Implementation Surveys	Staff and parent committees, continue to play a role in developing schoolwide events and initiatives. Our committees include a district wide Home & School Council, a schoolwide Parent Advisory Committee, a schoolwide PBS Team, a School Leadership Team, and an Achievement Gap committee. All staff and community members are encouraged to participate in the decision making process by attending these monthly meetings. Information is distributed via phone, internet, monthly calendars and via paper reminders sent home with students. Additionally, attendance logs are collected to help us gauge the success of an event.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School-Based Youth Services	• Extended Day & Extended Year	68 students attended the Extended Day program and 86 students attended the Extended Year Program in 2014. 100% of the students attending Extended Day and Extended Year improved and/or maintained their reading levels.
Students with Disabilities	DRA2 Data, Benchmark Assessment Data, and Teacher Reports Pre and Post Writing Scores, Writing samples throughout the year Beginning of Year to End of Year Growth, Unit Test Scores	DRA2 Kindergarten- 50% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 33% of students achieved at least 1 year's growth Grade 3- 10% of students achieved at least 1 year's growth Grade 4- 37% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.0 Grade 1 Averages Fall: .2 Spring: 2.0 Grade 2 Averages Fall: 1.8 Spring: 3.0 Grade 3 Averages Fall: 1.1 Spring: 2.7 Grade 4 Averages Fall: 1.0 Spring: 1.7 Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 9.5% Spring: 80% Grade 1 Averages Fall: 34% Spring: 72% Grade 2 Averages Fall: 42% Spring: 90% Grade 3 Averages Fall: 17% Spring: 49% Grade 4 Averages

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Fall: 28% Spring: 48%
Homeless Students	DRA2 Data, Benchmark Assessment Data Pre and Post Writing Scores, Writing samples throughout the year Beginning of Year to End of Year Growth, Unit Test Scores	DRA2 Kindergarten- 67% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 25% of students achieved at least 1 year's growth Grade 3- 33% of students achieved at least 1 year's growth Grade 4- 50% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 2 Spring: 5.7 Grade 1 Averages Fall: 1 Spring: 2.6 Grade 2 Averages Fall: 1.3 Spring: 2.9 Grade 3 Averages Fall: .7 Spring: 1.7 Grade 4 Averages Fall: 1.5 Spring: 4 Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 35% Spring: 88% Grade 1 Averages Fall: 45% Spring: 88% Grade 2 Averages Fall: 29% Spring: 92% Grade 3 Averages Fall: 29% Spring: 69% Grade 4 Averages Fall: 32% Spring: 80%
Migrant Students		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	DRA2 Data, Benchmark Assessment Data Pre and Post Writing Scores, Writing samples throughout the year Beginning of Year to End of Year Growth, Unit Test Scores	DRA2 Kindergarten- 53% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 0 of students achieved at least 1 year's growth Grade 3- 93% of students achieved at least 1 year's growth Grade 4- 9% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.3 Grade 1 Averages Fall: 1 Spring: 1.9 Grade 2 Averages Fall: 1.3 Spring: 2.1 Grade 3 Averages Fall: .9 Spring: 2.9 Grade 4 Averages Fall: 1 Spring: 2.5 Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 35% Spring: 84% Grade 1 Averages Fall: 33% Spring: 81% Grade 2 Averages Fall: 38% Spring: 89% Grade 3 Averages Fall: 34% Spring: 84% Grade 4 Averages Fall: 22% Spring: 76%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Economically Disadvantaged	DRA2 Data, Benchmark Assessment Data Pre and Post Writing Scores, Writing samples throughout the year Beginning of Year to End of Year Growth, Unit Test Scores	DRA2 Kindergarten- 59% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 9 of students achieved at least 1 year's growth Grade 3- 62% of students achieved at least 1 year's growth Grade 4- 64% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.1 Grade 1 Averages Fall: .8 Spring: 2.3 Grade 2 Averages Fall: 1.7 Spring: 2.7 Grade 3 Averages Fall: 1 Spring: 2.9 Grade 4 Averages Fall: 1.1 Spring: 2.6 Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 38% Spring: 84% Grade 1 Averages Fall: 39% Spring: 81% Grade 2 Averages Fall: 43% Spring: 87% Grade 3 Averages Fall: 36% Spring: 74% Grade 4 Averages Fall: 30% Spring: 72%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

Analysis of state assessment, DIBELS, DRA, performance data, discipline reports, observations, and survey (professional development and technology).

2. What process did the school use to collect and compile data for student subgroups?

Our school gathers data through a procedural approach. The classroom teacher and support teachers collect the necessary data information per grade level. All data is projected in tiered charts and then analyzed by teachers and administration. Each year, the accumulated data is presented to the Board of Education and the community.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

Data from standardized assessments administered by the state of New Jersey are valid and reliable. Similarly, we used the Model Unit Math Assessments as designed and scored them per the rubric provided by the NJDOE to ensure validity and reliability across classes and grade levels. For classroom-based assessments, the classroom teachers use a system of cross-checking so that one test has multiple scores from different teachers to ensure standardization amongst grading.

4. What did the data analysis reveal regarding classroom instruction?

The analysis of our data showed an increase in on-grade level readers throughout the year in Kindergarten. In Grades 1 and 2 very few students achieved 1 year's reading growth. In Grades 3 and 4, the data showed an increase in students achieving at least 1 year's reading growth. Through analysis, it was determined that students have difficulty with accurately answer higher complexity questions involving drawing conclusions, extrapolation, and determining meaning.

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The analysis of our data showed an increase in Writing and Math scores when comparing the beginning of the year with the end of the year assessments. Additionally, classrooms where the instructional techniques of the learning consultants were implemented to model showed greater student achievement in Writing and Math.

6. How does the school identify educationally at-risk students in a timely manner?

In September, a list of educationally at-risk students is created based on the beginning of the year assessments, historical test data, previous year's educational growth, attendance, and behavioral concerns. Educationally at risk students are provided with scientifically research based interventions within their classroom setting that are monitored for their effectiveness monthly.

7. How does the school provide effective interventions to educationally at-risk students?

Educationally at risk students are provided with scientifically research based interventions within their classroom setting that are monitored for their effectiveness monthly. All general education preschool students are given the Early Screening Inventory – Revised (ESI-R) assessment and students are referred to the Preschool Intervention and Referral Team (PIRT) or the Child Study Team (CST) per assessment guidelines. Students in grades 1-4 may attend Extended Day or Extended Year, depending on the analysis of their data.

8. How does the school address the needs of migrant students?

We do not have any migrant students.

9. How does the school address the needs of homeless students?

Homeless students are provided with scientifically research based interventions within their classroom setting that are monitored for their effectiveness monthly. Based on data, most homeless students were making growth commiserate with other School 5 students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Discussions at faculty, grade level, and school leadership, and achievement gap meetings allow teachers to make decisions regarding how academic assessments will be used to improve instructional programs.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

The school helps students' transition from preschool to kindergarten with transition meetings for staff, a "field trip" to the cafeteria and classroom visits for kindergarten students. Parents are invited to attend a program in the spring that includes parent-specific information so parents are aware of and can support transition activities. Routine articulation occurs between the teachers at all levels. This includes an in-service day dedicated to meetings for all grade levels and visitations between the elementary school and middle school. This ensures that the appropriate level of communication is occurring and provides an opportunity for multiple grade levels to review data.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

Formal and informal analysis of student data occurs throughout the school year. Monthly grade-level meetings were utilized to develop SMART goals determined by the School Leadership Committee to be priority topics. These plans were then submitted back to the School Leadership Committee and Achievement Gap Committee.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Academic Achievement – Reading Students are not making adequate yearly growth or achieving grade level benchmarks in reading and writing.	Academic Achievement – Mathematics
Describe the priority problem using at least two data sources	DRA2 Kindergarten- 64% of students achieved at least 1 year's growth Grade 1- 0 students achieved at least 1 year's growth Grade 2- 12% of students achieved at least 1 year's growth Grade 3- 66% of students achieved at least 1 year's growth Grade 4- 64% of students achieved at least 1 year's growth Pre- and Post-Writing Growth from Fall to Spring - Kindergarten Averages Fall: 1 Spring: 5.4 Grade 1 Averages Fall: .9 Spring: 2.4 Grade 2 Averages Fall: 1.7 Spring: 2.9 Grade 3 Averages Fall: 1 Spring: 2.9 Grade 4 Averages Fall: 1.2 Spring: 2.7	Pre- and Post-Math Growth from Fall to Spring Kindergarten Averages Fall: 38% Spring: 86% Grade 1 Averages Fall: 40% Spring: 82% Grade 2 Averages Fall: 42% Spring: 89% Grade 3 Averages Fall: 37% Spring: 74% Grade 4 Averages Fall: 30% Spring: 70% Model Curriculum Unit Assessment Performance Kindergarten Averages – 82% Grade 1 Averages – 83% Grade 2 Averages – 84% Grade 3 Averages – 72% Grade 4 Averages – 73%
Describe the root causes of the problem	Our students enter Kindergarten already behind grade-level expectations. Through the next 5 years of schooling, the teachers and the students strive to grow more than expected each year to compensate for a delayed start. Many working	In many instances, the wider the gap between the students' home cultures and the culture of school, the more irrelevant the problems in math textbooks are for the students. When the distance between students' home and school experiences is

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	class students come to school with fewer words and background experiences in their schema than their middle class counterparts; therefore sometimes impairing their ability to accurately answer higher complexity questions involving drawing conclusions, extrapolation, and determining meaning.	too great, student engagement and motivation suffers. As having to do with their attitudes about math, teachers should shift from repetitious drills to open problem situations that promote greater conceptual understanding.

Subgroups or populations addressed	All subgroups and populations	All subgroups and populations	
Related content area missed (i.e., ELA, Mathematics)	ELA	Math	
Name of scientifically research based intervention to address priority problems	Balance literacy which includes shared, guided and independent reading and writing; Writer's Workshop; explicit instruction through modeling Reading Workshop model pilot in grades 3 and 4 classrooms	Per the IES Practice Guide, "Teaching Math to Young Children", our math program is built on the research based premise that "quality math instruction take place daily (for 90 minutes)" and that the delivery of instruction takes place "in a progression" from mastered skills to skills not yet mastered.	
How does the intervention align with the Common Core State Standards?	Balanced Literacy and Reading Workshop are standards driven approaches to reading instruction.	*GO Math!* is a comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core State Standards for Mathematics. The program emphasizes the Critical Areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Family and Community Engagement	
Describe the priority problem using at least two data sources	Bedtime Story Hour 47 students attended k-21 1-13 2-13 Parent Literacy Night 34 parents attended k-4 1-9 2-10 3-5 4-6 Summer Reading Kick-off 75 families attended k-20 1-17 2-15 3-19 4-4 Math Game Nights	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	168 families attended k-31 1-44 2-29 3-28 4-36	
Describe the root causes of the problem	Parents can feel unwelcomed at school for many reasons. The nontraditional family is struggling to deal with many factors that affect every member of the family. These can definitely affect the way that the family is able to be involved in the student's education. The student/family could be embarrassed. Also, parents may not believe that they have any knowledge that the school is interested in knowing. This is especially true when the parents may not have a great deal of education themselves or they did not have a positive educational experience. The parents may be illiterate or unable to speak English. This could make communication difficult, if not impossible.	

Subgroups or populations addressed	All subgroups and populations
Related content area missed (i.e., ELA, Mathematics)	N/A
Name of scientifically research based intervention to address priority problems	Strategies from the National Network of Partnership Schools
How does the intervention align with the Common Core State Standards?	According to the National Network of Partnership Schools, for parent involvement to flourish, it must be meaningfully integrated into a school's programs and community. The network developed a framework of six types of parent involvement that schools can use to guide their efforts. It says schools can: ◦ Help families with parenting and child-rearing skills; ◦ Communicate with families about school programs and student progress and needs;

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	◦ Work to improve recruitment, training, and schedules to involve families as volunteers in school activities; ◦ Encourage families to be involved in learning activities at home; ◦ Include parents as participants in important school decisions; Coordinate with businesses and agencies to provide resources and services for families, students, & community

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Integrated ELA block for reading and writing incorporating a balanced Literacy approach – with push-in basic skills support. Screen for reading problems and monitor progress using SuccessMaker and Waterford web based applications. Teach students how to use reading comprehension strategies using programs, such as BrainPop and Reading A-Z. Provide extensive and varied high-quality vocabulary instruction using Vocabulary A-Z. Schedule regular peer-assisted learning opportunities.	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments DRA2	Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade. Students make gains in reading when they have daily instruction in small homogeneous groups based on reading skill and receive explicit, clear, direct instruction. Using the same standards for successful reading performance with English learners and native English speakers may mean that a higher percentage of English learners will require more intensive reading instruction to reach the benchmarks, but we believe that this early emphasis on strong reading instruction will be helpful in the long run. Teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests and researcher-created measures. Studies found that for students who struggle to understand what they read, teaching multiple comprehension strategies and instructing them to choose among the ones they know improve their reading comprehension. Explicit and intensive vocabulary instruction helps English learners understand what they read. Research shows that English learners

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					need to learn many words to catch up with their native-English-speaking peers' word knowledge. Partner work is an opportunity for students to practice and extend what the teacher has taught during regular instruction. Partner work is excellent for tasks in which correct and incorrect responses can be clearly determined (word and text reading and phonological awareness activities, such as identifying sounds in words).
Math	Students with Disabilities	Push in support by Basic Skills teachers and math specialist Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org District wide initiative for the consistent use manipulatives	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations
ELA	Homeless	Integrated ELA block for reading and writing incorporating a balanced Literacy approach – with push-in basic skills support. Screen for reading problems and monitor progress using SuccessMaker and Waterford web based applications. Teach students how to use reading comprehension strategies using programs,	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments DRA2	Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade. Students make gains in reading when they have daily instruction in small homogeneous groups based on reading skill and receive explicit, clear, direct instruction. Using the same standards for successful reading performance with English learners

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		such as BrainPop and Reading A-Z. Provide extensive and varied high-quality vocabulary instruction using Vocabulary A-Z. Schedule regular peer-assisted learning opportunities.			and native English speakers may mean that a higher percentage of English learners will require more intensive reading instruction to reach the benchmarks, but we believe that this early emphasis on strong reading instruction will be helpful in the long run. Teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests and researcher-created measures. Studies found that for students who struggle to understand what they read, teaching multiple comprehension strategies and instructing them to choose among the ones they know improve their reading comprehension. Explicit and intensive vocabulary instruction helps English learners understand what they read. Research shows that English learners need to learn many words to catch up with their native-English-speaking peers' word knowledge. Partner work is an opportunity for students to practice and extend what the teacher has taught during regular instruction. Partner work is excellent for tasks in which correct and incorrect responses can be clearly determined (word and text reading and phonological awareness activities, such as identifying sounds in words).
Math	Homeless	Push in support by Basic Skills teachers and math specialist Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		and xtramath.org District wide initiative for the consistent use manipulatives			levels and diverse student populations
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Integrated ELA block for reading and writing incorporating a balanced Literacy approach – with push-in basic skills support. Screen for reading problems and monitor progress using SuccessMaker and Waterford web based applications. Teach students how to use reading comprehension strategies using programs, such as BrainPop and Reading A-Z. Provide extensive and varied high-quality vocabulary instruction using Vocabulary A-Z. Schedule regular peer-assisted learning opportunities.	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments DRA2	Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade. Students make gains in reading when they have daily instruction in small homogeneous groups based on reading skill and receive explicit, clear, direct instruction. Using the same standards for successful reading performance with English learners and native English speakers may mean that a higher percentage of English learners will require more intensive reading instruction to reach the benchmarks, but we believe that this early emphasis on strong reading instruction will be helpful in the long run. Teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests and researcher-created measures. Studies found that for students who struggle to understand what they read, teaching multiple comprehension strategies and instructing them to choose

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					among the ones they know improve their reading comprehension. Explicit and intensive vocabulary instruction helps English learners understand what they read. Research shows that English learners need to learn many words to catch up with their native-English-speaking peers' word knowledge. Partner work is an opportunity for students to practice and extend what the teacher has taught during regular instruction. Partner work is excellent for tasks in which correct and incorrect responses can be clearly determined (word and text reading and phonological awareness activities, such as identifying sounds in words).
Math	ELLs	Push in support by Basic Skills teachers and math specialist Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org District wide initiative for the consistent use manipulatives	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations
ELA	Economically Disadvantaged	Integrated ELA block for reading and writing incorporating a balanced Literacy approach – with push-in basic skills support. Screen for reading problems and monitor progress using SuccessMaker and	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments DRA2	Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade. Students make gains in reading when they have daily

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Waterford web based applications. Teach students how to use reading comprehension strategies using programs, such as BrainPop and Reading A-Z. Provide extensive and varied high-quality vocabulary instruction using Vocabulary A-Z. Schedule regular peer-assisted learning opportunities.			instruction in small homogeneous groups based on reading skill and receive explicit, clear, direct instruction. Using the same standards for successful reading performance with English learners and native English speakers may mean that a higher percentage of English learners will require more intensive reading instruction to reach the benchmarks, but we believe that this early emphasis on strong reading instruction will be helpful in the long run. Teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests and researcher-created measures. Studies found that for students who struggle to understand what they read, teaching multiple comprehension strategies and instructing them to choose among the ones they know improve their reading comprehension. Explicit and intensive vocabulary instruction helps English learners understand what they read. Research shows that English learners need to learn many words to catch up with their native-English-speaking peers' word knowledge. Partner work is an opportunity for students to practice and extend what the teacher has taught during regular instruction. Partner work is excellent for tasks in which correct and incorrect responses can be clearly determined (word and text reading and phonological awareness activities, such as identifying sounds in words).

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Push in support by Basic Skills teachers and math specialist Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org District wide initiative for the consistent use manipulatives	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations
ELA	All students	Integrated ELA block for reading and writing incorporating a balanced Literacy approach – with push-in basic skills support. Screen for reading problems and monitor progress using SuccessMaker and Waterford web based applications. Teach students how to use reading comprehension strategies using programs, such as BrainPop and Reading A-Z. Provide extensive and varied high-quality vocabulary instruction using Vocabulary A-Z. Schedule regular peer-assisted learning opportunities.	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments DRA2	Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade. Students make gains in reading when they have daily instruction in small homogeneous groups based on reading skill and receive explicit, clear, direct instruction. Using the same standards for successful reading performance with English learners and native English speakers may mean that a higher percentage of English learners will require more intensive reading instruction to reach the benchmarks, but we believe that this early emphasis on strong reading instruction will be helpful in the long run. Teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests and researcher-created measures. Studies found that for students who struggle to understand what

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					they read, teaching multiple comprehension strategies and instructing them to choose among the ones they know improve their reading comprehension. Explicit and intensive vocabulary instruction helps English learners understand what they read. Research shows that English learners need to learn many words to catch up with their native-English-speaking peers' word knowledge. Partner work is an opportunity for students to practice and extend what the teacher has taught during regular instruction. Partner work is excellent for tasks in which correct and incorrect responses can be clearly determined (word and text reading and phonological awareness activities, such as identifying sounds in words).
Math	All students	Push in support by Basic Skills teachers and math specialist Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org District wide initiative for the consistent use manipulatives	Classroom Teachers, Basic Skills Staff	• Ongoing, formative and summative assessments • 2016 PARCC • Benchmark Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade.
Math	Students with Disabilities	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.
ELA	Homeless	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade.
Math	Homeless	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.
ELA	Economically Disadvantaged	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade.
Math	Economically Disadvantaged	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All students	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Students make gains in reading when they have daily instruction in small homogeneous groups. The interventions demonstrated lasting effects on reading performance. Positive achievement outcomes were maintained when students who received the intervention in the first grade were assessed at the end of the second grade.
Math	All students	Extended Year targeting striving students in grades K-3 for 5 hours per day for 20 days	Extended Year Teachers	Ongoing, formative and summative assessments 2016 PARCC Benchmark Assessments DRA2	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional development in the area of LAL provided by in-district literacy coaches and reading specialists Ongoing work on the use of data to inform instructional practices Book Study: Quality Questioning Professional development led by the NJDOE on effective questioning Waterford training to support best practices Professional development provided by Devereaux on engaging the learner through relationships, classroom management, etc.	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Improvement in educator practice as indicated by teacher evaluations on 3b: Danielson FFT. Student achievement on Waterford reports Decrease in Discipline Referrals	The total amount of time coaches spent with teachers was positively related to student reading gains. The students of teachers who received frequent data support (either individually or in a group setting) showed improvement in their reading scores. The authors note that these findings, in addition to findings from other research, show that the coaches' data support role is most useful in not only "helping teachers interpret the data … but also helping them identify instructional strategies in response to these data" By focusing on specific questions about student achievement, educators can prioritize which types of data to gather to inform their instructional decisions. Multiple data sources are important because no single assessment provides all the information teachers need to make informed instructional decisions. Annual assessment data can be useful for understanding broad areas of relative strengths and weaknesses among students, for identifying students or groups of students who may need particular support, and for setting schoolwide classroom, grade-level, or department-level goals. *Research shows that* many effective

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.
Math	Students with Disabilities	Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org Professional Development and collaboration with the math supervisor on the use of manipulatives to support students' understanding of math content	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Increase in student performance on basic math facts from pre to post test Increased student performance on Unit Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.
ELA	Homeless	Professional development in the area of LAL provided by in-district literacy coaches and reading specialists Ongoing work on the use of data to inform instructional	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Improvement in educator practice as indicated by teacher evaluations on 3b: Danielson FFT. Student achievement on Waterford reports	The total amount of time coaches spent with teachers was positively related to student reading gains. The students of teachers who received frequent data support (either individually or in a group setting) showed improvement in their reading scores. The authors note that these findings, in addition to findings from other research, show that the coaches' data support role is most useful

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		practices Book Study: Quality Questioning Professional development led by the NJDOE on effective questioning Waterford training to support best practices Professional development provided by Devereaux on engaging the learner through relationships, classroom management, etc.		Decrease in Discipline Referrals	in not only "helping teachers interpret the data … but also helping them identify instructional strategies in response to these data" By focusing on specific questions about student achievement, educators can prioritize which types of data to gather to inform their instructional decisions. Multiple data sources are important because no single assessment provides all the information teachers need to make informed instructional decisions. Annual assessment data can be useful for understanding broad areas of relative strengths and weaknesses among students, for identifying students or groups of students who may need particular support, and for setting schoolwide classroom, grade-level, or department-level goals. *Research shows that* many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually

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ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					adapting instruction to promote high rates of student engagement and on-task behavior.
Math	Homeless	Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org Professional Development and collaboration with the math supervisor on the use of manipulatives to support students' understanding of math content	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Increase in student performance on basic math facts from pre to post test Increased student performance on Unit Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Professional development in the area of LAL provided by in-district literacy coaches and reading specialists Ongoing work on the use of data to inform instructional practices Book Study: Quality Questioning Professional development led by the NJDOE on	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Improvement in educator practice as indicated by teacher evaluations on 3b: Danielson FFT. Student achievement on Waterford reports Decrease in Discipline Referrals	The total amount of time coaches spent with teachers was positively related to student reading gains. The students of teachers who received frequent data support (either individually or in a group setting) showed improvement in their reading scores. The authors note that these findings, in addition to findings from other research, show that the coaches' data support role is most useful in not only "helping teachers interpret the data … but also helping them identify instructional strategies in response to these data" By focusing on specific questions about student achievement, educators can

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		effective questioning Waterford training to support best practices Professional development provided by Devereaux on engaging the learner through relationships, classroom management, etc.			prioritize which types of data to gather to inform their instructional decisions. Multiple data sources are important because no single assessment provides all the information teachers need to make informed instructional decisions. Annual assessment data can be useful for understanding broad areas of relative strengths and weaknesses among students, for identifying students or groups of students who may need particular support, and for setting schoolwide classroom, grade-level, or department-level goals. *Research shows that* many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.
Math	ELLs	Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org	Principal, Supervisor, Classroom teachers,	Increase in student performance on basic math facts from pre to post test Increased student performance on	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Professional Development and collaboration with the math supervisor on the use of manipulatives to support students' understanding of math content	Basic Skills teachers, Literacy Coach	Unit Assessments	significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.
ELA	Economically Disadvantaged	Professional development in the area of LAL provided by in-district literacy coaches and reading specialists Ongoing work on the use of data to inform instructional practices Book Study: Quality Questioning Professional development led by the NJDOE on effective questioning Waterford training to support best practices Professional development provided by Devereaux on engaging the learner through relationships, classroom management,	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Improvement in educator practice as indicated by teacher evaluations on 3b: Danielson FFT. Student achievement on Waterford reports Decrease in Discipline Referrals	The total amount of time coaches spent with teachers was positively related to student reading gains. The students of teachers who received frequent data support (either individually or in a group setting) showed improvement in their reading scores. The authors note that these findings, in addition to findings from other research, show that the coaches' data support role is most useful in not only "helping teachers interpret the data … but also helping them identify instructional strategies in response to these data" By focusing on specific questions about student achievement, educators can prioritize which types of data to gather to inform their instructional decisions. Multiple data sources are important because no single assessment provides all the information teachers need to make informed instructional decisions. Annual assessment data can be useful for understanding broad areas of relative strengths and weaknesses among students, for identifying students or groups of students who may need particular support, and for setting schoolwide classroom, grade-level, or department-level

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ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		etc.			goals. *Research shows that* many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.
Math	Economically Disadvantaged	Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org Professional Development and collaboration with the math supervisor on the use of manipulatives to support students' understanding of math content	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Increase in student performance on basic math facts from pre to post test Increased student performance on Unit Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.
ELA	All Students	Professional development in the area of LAL provided by in-district literacy coaches and reading specialists	Principal, Supervisor, Classroom teachers, Basic Skills	Improvement in educator practice as indicated by teacher evaluations on 3b: Danielson FFT.	The total amount of time coaches spent with teachers was positively related to student reading gains. The students of teachers who received frequent data support (either individually or in a group setting) showed

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Ongoing work on the use of data to inform instructional practices Book Study: Quality Questioning Professional development led by the NJDOE on effective questioning Waterford training to support best practices Professional development provided by Devereaux on engaging the learner through relationships, classroom management, etc.	teachers, Literacy Coach	Student achievement on Waterford reports Decrease in Discipline Referrals	improvement in their reading scores. The authors note that these findings, in addition to findings from other research, show that the coaches' data support role is most useful in not only "helping teachers interpret the data … but also helping them identify instructional strategies in response to these data" By focusing on specific questions about student achievement, educators can prioritize which types of data to gather to inform their instructional decisions. Multiple data sources are important because no single assessment provides all the information teachers need to make informed instructional decisions. Annual assessment data can be useful for understanding broad areas of relative strengths and weaknesses among students, for identifying students or groups of students who may need particular support, and for setting schoolwide classroom, grade-level, or department-level goals. *Research shows that* many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and

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ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.
Math	All Students	Schoolwide Initiative for the Mastery of Basic Math Facts using reinforcement and xtramath.org Professional Development and collaboration with the math supervisor on the use of manipulatives to support students' understanding of math content	Principal, Supervisor, Classroom teachers, Basic Skills teachers, Literacy Coach	Increase in student performance on basic math facts from pre to post test Increased student performance on Unit Assessments	Studies have shown that explicit and systematic instruction (teacher demonstration, student verbalization, guided practice, and corrective feedback) can significantly improve proficiency in word problem solving and operations across grade levels and diverse student populations.

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   All stakeholders will be responsible for evaluating the schoolwide program for 2014-2015. Various elements of the program will be evaluated monthly to ensure reform strategy alignment to student achievement.

2. What barriers or challenges does the school anticipate during the implementation process?

   Our school anticipates a few implementation challenges and barriers. The first challenge is finding sufficient instructional time throughout the day when attempting to provide students with small group and/or one-to-one interventions. One barrier that we have struggled with is families and teachers who have a communication barrier through speaking different native languages. As a result, our second challenge continues to be having significant parent involvement.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   It was never necessary to obtain "buy-in" as all stakeholders were and continue to be motivated to do anything necessary to improve student achievement.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   In order to measure's the staff's perceptions, we will use an anonymous online survey, as well as feedback during staff meetings.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   We will solicit feedback from the community through IST Meetings, Parent-Teacher Conferences, Title 1 Meetings, Home-School Meetings, and Evening Math/Literacy events.

6. How will the school structure interventions?

   Both classroom teachers and Basic Skills push-in teachers carried out interventions. After careful and ongoing analysis of data, lessons were structured based on collaborations between the two teachers and/or input by the Intervention Services Team.

7. How frequently will students receive instructional interventions?

   Small group sessions will be provided daily to students based on levels and need. Additional interventions will be provided after school and/or through the Summer to students who were working below grade level, as identified through the use of multiple assessment measures.

8. What resources/technologies will the school use to support the schoolwide program?

   The school will utilize classroom laptops and Chromebooks to access computer-based programs such as SuccessMaker, Waterford, xtramath.org, and Think Central: Soar to Success. Each classroom is equipped with an ELMO document projector, a Smartboard, ipods, a video camera, and a digital camera.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   The school will use quantitative data gathered monthly from web- based program reports, unit assessments, writing performance, use of holistic scoring rubric, and per Curriculum unit to measure the effectiveness of each intervention provided.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The Schoolwide plan will be routinely discussed at each Leadership and Achievement Gap Committees. In August, the administrators present the student achievement findings to the Board of Education at a public Board of Education Meeting. This information is open for parents and the public to see at any time.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
Math	Students with Disabilities	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
ELA	Homeless	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
Math	Homeless	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Family Math and Literacy Nights Parent Teacher Conferences	Specialist		learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits

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					cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
Math	ELLs	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
ELA	Economically Disadvantaged	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted;

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

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					pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
Math	Economically Disadvantaged	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.
ELA	All students	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

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Math	All students	RealTime Parent Portal for Grade Review Global Connect to inform parents about School events. Back-to-School Night Family Math and Literacy Nights Parent Teacher Conferences	Principal/ Basic Skills Supervisor/Classroom Teachers/Basic Skills Teachers/Literacy Coach/Math Specialist	Percentage of parents with Realtime Portal accounts/logins Attendance Rates Parent Feedback	In studies that looked at the relationships between student achievement and parent-community involvement, researchers concluded, "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Many of the studies showed that students with involved parents were more likely to have higher grades and test scores; enroll in higher level pro- grams; be promoted; pass their classes; attend school regularly; have better social skills and improved behavior; graduate; and pursue postsecondary education. And, the benefits cut across socioeconomic class, ethnic/racial back- ground, and parents' education level.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parental involvement is a direct correlation with students (particularly economically disadvantaged, African-American, and Hispanic) students having lower achievement. Research shows that when parents are involved students have higher grades, test scores, and graduation rates, better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, fewer instances of violent behavior.

2. How will the school engage parents in the development of the written parent involvement policy?

Members of the School Leadership Committee will continue to provide their thoughts and opinions on how to engage parents in the development of the written parent involvement policy.

3. How will the school distribute its written parent involvement policy?

The school distributes the written parent involvement policy by posting it onto the district website and copies are sent home with students in the first day of school.

4. How will the school engage parents in the development of the school-parent compact?

The Parent Advisory Committee meets routinely to discuss school events that contribute to a positive school culture in order to engage parents in the development of the school-parent compact.

5. How will the school ensure that parents receive and review the school-parent compact?

The school ensures that parents receive and review the school-parent contract by placing it in the student agenda that all students are given on the first day of school. Parents are asked to sign a contract that states that they have read over the agenda and rules along with a student signature.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

The school will report its student achievement data to families and the community through the State reports since they are public knowledge. In August, the administrators present the student achievement findings to the Board of Education at a public Board of Education Meeting. This information is open for parents and the public to see at any time.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

Throughout the year, we inform parents of our current status through letters and posting on the school's website.

8. How will the school inform families and the community of the school's disaggregated assessment results? T

The school informs families and the community of the school's disaggregated assessment results since the information is included in the Board Report in August and is public knowledge for parents and the public.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents are invited to the Back to School Night in September and are solicited to become involved as stakeholders. Additionally, The Parent Advisory Committee meets routinely to discuss school events that contribute to a positive school culture.

10. How will the school inform families about the academic achievement of their child/children?

In September, there is a mailing that will go home with the NJASK results. This mailing will include information on using RealTime for grade access and an invitation to Back-to-School Night. DRA levels are included on report cards. Parents are invited to Parent/Teacher Conferences at which time they are informed of their student's progress.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

We will continue the same services and look for new ways to encourage parents to attend our events and become involved in their children's education. The Global Connect Service was used as a phone system that could reach all parents to disseminate information to them. This is used to reinforce the same information that is posted on the website and sent home with students. For example, we have opened our media center in the summer and communicated to the community that the parents and their children could use the media center's resources. A media specialist is available to work with the parents and to provide resources.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	54 100%	Ongoing professional development through training coaching, mentoring and modeling; tuition reimbursement
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	7 100%	Ongoing professional development through training coaching, mentoring and modeling; tuition reimbursement
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Advertising	Board Office
Job Fairs	Principals / Administration
Retention- Ongoing professional development through training coaching, mentoring and modeling	Principals; Supervisors; Reading Specialist; Math Specialist